

DOCUMENT RESUME

ED 048 446

VT 012 116

TITLE A Job Placement and Group Vocational Guidance Program for Culturally Deprived High School Youth. Phase I, June 28, 1968, through June 30, 1969.

INSTITUTION Vocational Guidance Service, Houston, Tex.

SPONS AGENCY Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.

PUB DATE 69

NOTF 40p.

EDRS PRICE EDRS Price MF-\$0.65 HC-\$3.29

DESCRIPTORS Cultural Disadvantage, *Disadvantaged Youth, *Group Counseling, *Guidance Programs, *Job Placement, Occupational Guidance, *Secondary School Students

IDENTIFIERS Houston

ABSTRACT

This report on the first year's operation of a program providing group counseling and placement services for disadvantaged youth in Houston, Texas, outlines the development of relationships with schools, business, labor, students, and other agencies. It includes an overview of materials presented to the students and techniques used in the presentation. Despite the success of the first year, the program can be improved by increasing individual counseling and cutting the 30-week group program to 18 weeks. Suggestions are made in program developmental sequence to help guidance program administrators establish similar programs elsewhere. (BH)

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PHASE I

JUNE 28, 1968, THROUGH JUNE 30, 1969

A JOB PLACEMENT
AND
GROUP VOCATIONAL GUIDANCE PROGRAM
FOR CULTURALLY DEPRIVED HIGH SCHOOL YOUTH.

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CONTRACT 82-46-68-42

BETWEEN THE DEPARTMENT OF LABOR

AND

VOCATIONAL GUIDANCE SERVICE - GROUP GUIDANCE PROGRAM

VT 012 116

This special manpower project was prepared under a contract (number 82-46-68-42) with the Manpower Administration under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under the Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

PREFACE

The entire Group Guidance Program staff has worked diligently to achieve goals of the first year of this three-year project design. In doing so, they have earned the respect of the school personnel and students with whom they worked throughout the past year. As with any new undertaking, the Group Guidance Program required a great deal of effort from personnel besides its own staff. A large measure of credit goes to those school district administrators, counselors and teachers who unselfishly gave of their time and effort in cooperating with the Group Guidance Program staff for the ultimate benefit of their students.

We commend all the local offices and agencies which have participated in this program. Many people went far beyond our requests of them in assisting students by presenting information or helping them in the implementation of their post high school plans. A partial list of these individuals follows:

Mrs. Pat Allen

Scholarships and Financial
Assistance, University of
Houston

Mrs. Marilyn Allen

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Assistance, University of
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Mr. Don Bridges	Human Resource Development Institute (AFL-CIO)
Mr. Dale Hopson	Counselor--Opportunity Center, Texas Employment Commission
Mr. French Moreland	Apprentice Opportunity Program of Houston Building and Construction Trades Council
Mr. Len Clardy	Houston Personnel Association
Mr. LeRoy Fair	Interagency Board Civil Service Commission
Mr. Leslie Fitch	Western Electric Company, Houston Service Center
Mr. P. E. Koach	International Business Machines Corporation
Mr. O. K. Eden	Printing Industry Association

In addition to the above, J. Don Boney, Ed. D.; Eugene B. Doughtie, Ph. D.; and Joseph E. Champagne, Ph. D., as consultants, have contributed greatly to the professional growth of the Group Guidance Program staff.

Finally, we wish to express our deep appreciation for the vast assistance to this program by Charles S. Barsuk, Ph. D., as our initial project officer. Dr. Barsuk rendered valuable assistance to this program both in terms of technical assistance and moral support.

Both commodities were especially necessary during that period of time following the death of Mr. Frederick Wiener, executive director of Vocational Guidance Service and of the Group Guidance Program. Therefore, with great respect, we would like to dedicate this report to Dr. Borsuk and the late Mr. Wiener.

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Group Guidance Program

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TABLE OF CONTENTS	PAGE
I. RECOMMENDATIONS FOR ADMINISTRATORS OF GUIDANCE PROGRAMS	1
II. REPORT OF ACTIVITIES OF VOCATIONAL GUIDANCE PROGRAM - GROUP GUIDANCE PROGRAM, JUNE 28, 1968 - JUNE 30, 1969	
A. Introduction	5
B. Review of Initial Activities	7
C. Relationships with the Schools	8
D. Relationship with Texas Employment Commission	12
E. Relationship with Industry and Organized Labor	14
F. Activities with Students	16
G. Overview of Materials Presented to Students	17
H. Techniques Used in Material Presentation .	21
I. Individual Counseling	23
J. Job Placement Activities	25
K. Activities with Consultants	29
III. CONCLUSION	31
IV. APPENDIX	33

RECOMMENDATIONS FOR ADMINISTRATORS OF GUIDANCE PROGRAMS

From the knowledge gained from the first year of practical application of the Vocational Guidance Service - Group Guidance Program, it is possible to delineate general areas which, if not previously identified, might cause delays in implementing a similar program elsewhere. The following suggestions are being made to assist those administrators and counselors of group guidance programs to expedite their "tooling up" process. These suggestions are from a program developmental sequence.

Initially, a proposal should be designed and distributed to all personnel to be involved either directly or indirectly. This proposal should be a detailed, comprehensive document covering such areas as need for program, numbers of students to be served, agencies to be involved, methodology, identification of staff, role of staff, operational time-tables, and flow charts indicating proposed personnel and student schedules.

When completed, this proposal should be circulated to the administrative heads of each community agency to be involved. Meetings should be arranged to discuss and modify the proposal, after which the coordinating agency should obtain written statements of interest and commitment.

Types of agencies and offices might include school district administrative offices, state employment offices, local personnel and employer organizations, labor organizations, community agencies concerned with manpower problems (such as local OEO programs) and even large local companies.

In designing and implementing the program in the schools, the following areas might merit some attention:

1. Selection of Students: Definite guidelines for the selection of students should be determined. Recommended criteria for student selection might include the need for the student to be in the program as seen by the school counselor, teacher, parents or the student himself. The word "need" could be interpreted as unrealistic post high school planning by the student, lack of planning by the student, and those students who are bound for the labor market upon graduation. It is generally recommended that students already involved in other specialized types of programs such as trade training, Distributive Education, and Vocational Occupational Education not be assigned to a newly implemented program which might in some ways duplicate the counseling already being received by that student.

2. Scheduling: If such a program cannot be incorporated immediately in a regular curriculum, care should be exercised in selecting the classes from which the participating students will be drawn.

3. Working with Students: Care should be taken to prevent "pigeon holing" students. Many students change their minds about post high school activities during the course of their stay in high school, and to assign labels as vocational, college bound, or others might thwart a reasonable change of mind by these students.

4. Working with Teachers: The goals of the Group Guidance Program might be enhanced by utilizing the following methods:

- A. Making occupational material which relates to school subjects available to teachers for posting on bulletin boards.
- B. Speaking to and requesting involvement from teachers who are in charge of student organizations, clubs, and school newspapers.

5. Areas of Responsibility: There should be clear-cut delineation of areas of responsibility for personnel assigned to work with the program.

6. Periodic Reports: If the administrator(s) of the program is other than the principal of the school in which the program is operating, periodic detailed reports should be made to these principals. This enables the school administrator to discuss the program with community organizations, teachers and parents.

7. In-Service Training Programs: There should be a provision in the project proposal to include a comprehensive on-going in-service training program for the counseling staff. It is recommended that this program generally follow the pattern as described later in this report under "Activities with Consultants," pages 29-30.

8. Coordinating Community Resources: If the program proposal calls for the participation of many community resources as indicated earlier in this section, there should exist one (or more) position as "liaison officer." Depending on the nature of the cooperative design, this person can effectively schedule outside personnel to visit the school, refer students to the community agency, or both. This procedure is recommended over having each group guidance counselor schedule and refer his own speakers and students which might create confusion and difficulty in adequate follow-up. Additional duties of a "liaison officer" could include blanket job order soliciting, public relations, or similar activities.

9. Working with Employers: When inviting employers or other individuals into the schools to speak to groups of students, it is generally recommended that the employers be prepared with information about the program. Employers should be advised not to over glamorize the field they are discussing and to be realistic about the necessary qualifications, training, and chances for advancement.

REPORT OF ACTIVITIES
OF VOCATIONAL GUIDANCE SERVICE
GROUP GUIDANCE PROGRAM
JUNE 28, 1968 - JUNE 30, 1969

The following information constitutes the report of the initial year of operation of the Vocational Guidance Service - Group Guidance Program, Contract No. 82-46-68-42.

As stated in the original project design, "A Job Placement and Group Guidance Program for Culturally Deprived High School Youth," the objectives were to develop and test an in-school group guidance program which is summarized by the following:

- (a) to help disadvantaged youth overcome barriers to employment upon graduation from high school.
- (b) to effect a closer relationship between employers and job-seeking youth.
- (c) to develop an effective pattern of working relations among the schools, Texas Employment Commission, and local employers and their units which facilitate youth employment.
- (d) to provide systematic work preparation and counseling to give youth greater skill, motivation, knowledge of and insight into themselves in relation to the world of work.

- (e) to establish job development and placement activities conducted by Group Guidance Program personnel for graduating students.

This report will elaborate on each of the above stated goals. Included will be a review of ongoing relationships with those community resources involved with the Group Guidance Program. This information is necessary as the end results of the program reflect interaction between these sources and the students who participated in the program. The information herein is based on staff counselor reports, feedback from school personnel, comments from business, industrial and organized labor representatives, and preliminary follow-up placement data. Following this report will be an analysis by the Center for Human Resources of the University of Houston.

Approximately 2800 students in 14 Harris County area high schools were involved in the Group Guidance Program during this period of operations. Of this number, 1400 students were active participants, and an equal number served as a control group to determine the effectiveness of the program. The research team from the Center for Human Resources of the University of Houston was primarily concerned with experimental (participating) and control (non-participating) students in four of the schools. However, the staff of the Group Guidance Program obtained evaluative measures from both participating and non-participating students in all schools so that it would be possible to demonstrate the effectiveness of the program to the district and individual school administrators.

REVIEW OF INITIAL " TOOLING UP" PERIOD

The period of operations from July 1, through September 15, 1968, was crucial as the ultimate success of the year's efforts rested on the selection and training of the Group Guidance Program counseling staff. Due to the experimental nature of the program, there were no resources from which to draw specifically experienced personnel. Therefore, many sources were utilized to attract individuals who met the following qualification:

1. Master's or bachelor's degree, a knowledge of the school system and, if possible, experience in vocational counseling.*
2. Varied employment experience with priority given to those applicants who supported themselves through college.
3. Personality factors as characterized by interest in people, ability for independent thinking, aggressiveness based on initiative rather than hostility, and willingness to learn in a new situation.

Over 40 persons were referred for consideration for the six counseling positions. Referral sources included Texas Southern University, the University of Houston, the AFL-CIO Council, Texas Employment Commission, the Concentrated Employment Program (CEP) and other divisions of Vocational Guidance Service. Since September 1, 1968, the Group Guidance Program counseling staff has been comprised of individuals who met the above qualifications. An added factor influencing the selection of the counselors, was based on the concept that one means of establishing counselor and student rapport

* The term, vocational, as used here and throughout this report, is used in broadest definitive sense. It is not limited to crafts or trade areas.

would depend on the process of identification. Consequently, of the six counselors with the program, two are Negro, one is Mexican-American, and three are Anglo-Caucasian. Five are male counselors (most Houston area school counselors are female) and one counselor is female. Five counselors have had previous teaching experience, and the two counselors coming from other divisions of Vocational Guidance Service have had formal job placement experience with individuals having formidable disadvantages with respect to seeking employment.

With the ongoing in-service training program which has been in effect over the past 11 months, the above factors have combined to produce a staff which is currently functioning effectively with students, employers, and school personnel to accomplish the goals of the project.

It became apparent during the surge of job placement activity in the closing weeks of the school year, that a full-time person was needed for mass employer contacting and subsequent referral follow-up, as well as for regulation of communications between the Texas Employment Commission and the Group Guidance Program personnel. The activities of the person chosen for this position will be discussed later in this report.

SCHOOL RELATIONSHIPS -- INITIAL AND PRESENT

From the first contacts with the various Houston area schools, it was learned that there were definite procedures to be followed in order to establish positive relationships with all parties concerned. It was demonstrated that before any commitments could be finalized in individual schools within a given school district, the district administration must approve the program. This procedure differed significantly from Vocational Guidance Service contacts in

previous years, when individual school counselors requested agency involvement on a much less comprehensive basis than is now represented by the current Group Guidance Program. Specifically, problems such as the following had to be solved:

1. Convincing high-level administrators that there is a realistic need for such a program as is represented by this design.
2. Determining the basis for selection of those students who would be actively involved in the program (experimental) and those who would not (control students).
3. Determining the classes from which the experimental students would be drawn to participate in the Group Guidance Program.
4. Obtaining permission to utilize the schools' student records for the purposes of counseling and job placement.

The following is a final list of the participating high schools in the 1968-1969 school year:

<u>Name of School</u>	<u>District</u>	<u>Composition</u>	<u>Area Description</u>
Charles H. Milby	Houston Ind.	Integrated*	Urban
Kashmere	Houston Ind.	Negro	Urban
Jack Yates	Houston Ind.	Negro	Urban
Phillis Wheatley	Houston Ind.	Negro	Urban
E.E. Worthing	Houston Ind.	Negro	Urban
M.C. Williams	Houston Ind.	Negro	Suburban
B.C. Elmore	Northeast Ind.	Negro	Suburban

<u>Name of School</u>	<u>District</u>	<u>Composition</u>	<u>Area Description</u>
W.G. Smiley	Northeast Ind.	Integrated**	Suburban
G.W. Carver	Aldine Ind.	Negro	Suburban
Crosby	Crosby Ind.	Integrated**	Rural
Drew	Crosby Ind.	Negro	Rural
Fidelity Manor	Galena Park	Negro	Suburban
North Shore	Galena Park	Integrated**	Suburban
Galena Park	Galena Park	Integrated**	Suburban

* Predominately Anglo-Caucasian and Mexican-American

** Predominately Anglo-Caucasian

All the above schools except Galena Park High School serve an area wherein live high percentages of economically disadvantaged families. The term "suburban," as used to describe some of the above mentioned schools, connotes population figures and distance to urban centers rather than the usual substantial dollar income figures usually attached to the term "suburbia." Galena Park High School was added in January, 1969, to the original 13 high schools as part of the agreement made with that school district. The agreement stipulated that the Group Guidance Program would be made available to all three high schools in the district should the principals of these schools request it.

As reflected above, there was some initial doubt and even resentment on the part of many teachers whose students were chosen to participate in the Group Guidance Program. This situation stemmed from the fact that information about the program disseminated slowly within the schools. There was little opportunity for the school administration and counseling staff to discuss the program with individual teachers because of the hectic pace characteristic of the

beginning of every school year. A further complicating factor was that during the 1968-1969 school year this school region initiated computer programming in student class scheduling. The resulting chaos due to misunderstanding of programming methods added to the difficulties of the school counseling staff and administrators.

As the year progressed and the role of the Group Guidance Program counselor became established in the individual schools, a more positive relationship was achieved. In one school, for example, the school counselor called a meeting of all those teachers whose classes would be affected, and Group Guidance personnel were given the opportunity to describe the program and the benefits to be derived by participating students. In another school, where initial interest and involvement were minimal due to the manner by which the students were "collected" from the study halls each week, emphasis was placed on establishing an after-school placement program. Interest and student involvement soared. Not only in these, but in most of the schools involved, teachers have taken it upon themselves to refer additional students with employment problems to the Group Guidance Program counselor.

Perhaps the best example of becoming a part of the school "way of life" was illustrated when one Group Guidance Program counselor was asked to speak at the commencement exercises at one of his assigned schools. Although unable to attend, the counselor prepared an address which was read during the exercises by the school counselor.

In order to insure continued interest and involvement from within the school structure, progress reports were sent to the principals of each participating school at the end of the school year. These reports included such data as the nature of the curriculum presented, the community representatives involved in each principals' school, and other appropriate information.

Two additional schools indicating an interest in participating in the Group Guidance Program for the school year 1969-1970 are Abraham Lincoln High School and Jefferson Davis High School, both in the Houston Independent School District. The former is a prototype Houston Independent school with a predominately Negro student body, and the latter has a predominately Mexican-American student body. Plans are being finalized at this writing to include these schools in next year's program.

RELATIONSHIP WITH TEXAS EMPLOYMENT COMMISSION

The original program design was modified to request from the Texas Employment Commission three staff members to be assigned on a full-time basis to the Group Guidance Program staff. This modification was made as a result of objections raised to the original program design by the Bureau of Employment Security in Washington, D.C., and the local office of the Texas Employment Commission. When contact was made to put this modification into effect, an objection was again encountered from the local Texas Employment Commission (TEC) office. After several meetings, it was decided that the Texas Employment Commission would provide the Group Guidance Program with two counselors (not always the same individuals) for the equivalent of four working days per week to present those sections of the

curriculum deemed most appropriate for that office. In addition, the Texas Employment Commission state office confirmed that their Houston offices would be responsible for the job development, employer contact and placement functions for the Group Guidance Program. It was agreed that the Group Guidance Program staff would also play a role in the development of employment possibilities for participating students prior to the end of the school year. It was important for maintaining the school's interest in hosting the program that the school administrators view actual placement activities taking place within the setting of the school which would benefit the students attending that institution.

In order to early demonstrate the Group Guidance Program as a cooperative venture between Vocational Guidance Service and the Texas Employment Commission, Texas Employment Commission representatives were assigned with project staff to present the orientation phase of the program within each school. This cooperation was effective in promoting positive relationships between our respective offices. It also gave added importance to the program, i.e., two community agencies were actively interested in students.

During the remainder of the school year, Texas Employment Commission representatives presented information pertinent to the following areas:

1. Developing a Job Campaign - this included information on labor market trends, how to utilize the offices of Texas Employment Commission, how to anticipate selection processes of various types of employers, and how to be prepared for applying for jobs.

2. Training opportunity information, as available through the Opportunity Center or Texas Employment Commission, was given regarding MDTA, Job Corps, Vista, and many other local training programs which utilize the Opportunity Center for recruitment and selection.

At this time, the Opportunity Center is in the process of closing down, and the personnel with whom this staff worked are being transferred to the several placement offices throughout Houston. Although it is unclear at this time what the exact mechanics of the cooperative efforts will be for the 1969 - 1970 Group Guidance Program, feedback from Texas Employment Commission representatives indicates that they were impressed with the concept of this program and are willing to continue their involvement in next year's program.

RELATIONSHIP WITH INDUSTRY AND ORGANIZED LABOR

In the early quarterly progress reports it was stated that there was difficulty in establishing positive effective relationships with industrial, business and organized labor **organizations**. There was no single reason for these difficulties, other than the problems of time and communication normally expected when dealing with voluntary associations. But, we were much more successful in the early stages of the program in involving representatives from individual companies to come into the schools. Usually, these representatives were minority group members with college educations who represented their companies as "living Witnesses." Other employer participants were owners of small but thriving companies seeking potential employees. Such was the case of an owner of a dental laboratory who felt the need to discuss the future of that

technical-industrial area with students in several of the high schools hosting the Group Guidance Program.

In early December, 1968, commitments of participation from three large associations materialized. These were the Houston Personnel Association (with some 200 members), the Houston Council of Merit Employment (approximately 60 companies) and a new office created as a result of a contract between the Department of Labor and the AFL-CIO. This office, known as the Human Resources Development Institute, has made it possible for the effective involvement of representatives from organized labor. Mr. Don Bridges, area manpower representative of that office, has been extremely cooperative in scheduling apprenticeship coordinators, business agents and other labor personnel with this program.

Generally, there were two ways by which the businessman or labor representative was involved with this program. The first was by visiting the groups during a school day. A variety of subjects were covered in this way including pointers on interviewing, appropriate company information, labor market trends, apprenticeship information, and many similar topics.

The other way of involving representatives was by holding after school committee meetings. These committees were composed of elected students, project and school counselors, and business representatives and labor personnel. The meetings were held from 3:00 p.m. until 4:00 p.m. for the purpose of allowing exchange of information among the employers and students. The role of the employers included that of supporting the information given by the Group Guidance counselor during the in-school group meetings. At the same time, employers were gaining insights into the doubts and fears

he'd by many students regarding the employment process. Many times the students prepared questions for employers in advance and the resulting discussions proved to be rewarding to both employers and students alike. On the other hand, there were many instances where the students did not respond to the presentations of the employer representatives, leaving the latter with feelings of not really contributing. However, at the next classroom meeting, when the student representatives were making their reports to others in the groups, lively discussion ensued and questions were posed to the counselor which should have been raised at the committee meetings. Due to these results and also due to the fact that it was extremely difficult to hold regular meetings after school, the employer involvement will be restructured during the period of operations 1969-1970.

It is felt that most of the major problems in developing on-going cooperative relationships with the major employer and organized labor organizations have been worked out. Positive contacts have been made with officers of each of the organizations and all of these reflect positive views on the necessity of involvement in a program such as the Group Guidance Program.

ACTIVITIES WITH STUDENTS

The following section will elaborate on the following areas:

1. Overview of material presented to the students
2. Techniques used in material presentation
3. Individual counseling
4. Reactions of the students to the program
5. The Job Placement phase
6. Follow-up activities

OVERVIEW OF MATERIAL PRESENTED TO THE STUDENTS

As described in the initial project proposal, Phase I (1968-1969) has been one in which the emphasis lay on structuring the program within the schools. Processes of selection of the students to participate in the program were developed. These processes varied from school to school depending on the needs and views taken of the program within these schools. With the knowledge gained from this year of operation, improvements and standardization of student selection and scheduling will be suggested to school administrators for Phase II of the program.

The curricular material presented by the Group Guidance Program counseling staff with their groups throughout the school year can be categorized under three headings:

1. Motivational and individual assessment processes.
2. Presentation of labor market information.
3. How to obtain employment.

Generally, the counselors have met with their students on a once-a-week basis. (The exceptions are those schools which had 18- and 9-week programs according to the research design.) Group sizes were limited to approximately 15 students except in those schools labeled "experimental" in which the staff counselor met with groups of 15 and 30 students.

Many guidance techniques were utilized with respect to self-evaluation in terms of interests, capabilities, and other appropriate traits. Motivational factors as they related to different careers and jobs were discussed and were ranked in order of individual preference.

The program staff worked with school counselors in administering interest inventories, and then interpreted the results to the students. In recent years, in most schools, this activity has been curtailed for lack of time. Aptitude tests were described to students and they were urged to take them at the Opportunity Center of the Texas Employment Commission or, if possible, at school district testing centers. In short, the students were motivated to start considering themselves as individuals who would be applying for employment on the basis of their interests, strengths, and potential for learning and performing work.

The presentation of labor market information was an important phase of motivating the students' thinking about post high school activities. Extensive use was made of the Dictionary of Occupational Titles and the Occupational Outlook Handbook, as well as the many other available sources necessary to present a comprehensive picture of the labor market.

Heretofore in the Houston area school systems, communication from the world of employment came about during annual "Career Days." These days are usually structured as large assembly type programs for the first part of the day, followed by meetings between groups of students and those employer representatives who stimulated their interest. For the first time, through the Group Guidance Program, representative from many companies, colleges and universities, and labor union apprenticeship programs were invited to speak to the Group Guidance Program students over the nine-month period. The advantages were many. Students had the opportunity to think about what was said by these persons and to make comparisons within their own frames of preference. These representatives met with students in small groups during the day and/or

after-school committee meetings and exchanged information. In some cases, both students and employer personnel experienced uncomfortable times. Nevertheless, the responses from all groups to date indicate the necessity for continuing this type of activity in the future.

Important in this aspect of the program was the up-to-date factual employment information which could be presented by the representatives to students. For example, college or specialized training as required for particular jobs within the scope of a particular representative was described by that representative, rather than by a teacher or counselor. The same was true of the information presented by individuals representing many apprenticeship programs, about which in many schools there is a general lack of understanding and interest.

The third major aspect of the Group Guidance Program with respect to group activities concerned the presentation and development of ways and means to find employment. Here, the emphasis was to concentrate on areas of weakness in the job hunting procedures of youth in general, with special attention paid to those weaknesses of minority group applicants. An outline of the activities concerning job campaigning follows:

I. Where to Look for Employment

- A. Texas Employment Commission and other nonprofit agencies offering placement services.
- B. Techniques of using want ads in newspapers and evaluating jobs as listed therein.

- C. Private employment agencies, advantages and disadvantages.
- D. Trade unions as source guides to employment.
- E. Business and industrial associations as guides for finding employment.

II. How to Apply for a Job

- A. Preparations for seeking employment
 - 1. How to develop resumes
 - 2. Obtaining letters of character reference
 - 3. Specifics of prior work record history/school records
 - 4. Advance knowledge concerning the company to which application is being made
 - 5. Advance knowledge of the job and requirements for which application is being made
- B. How to interview for employment
- C. Exposure to and the techniques of taking aptitude and other tests commonly used by companies in employee selection processes
- D. Techniques of following through after an application has been made with an employer

Implicit in the above outline is that it be tied in with the other aspects of the project curriculum. Therefore, the student will not apply for "any job"; rather, he is to develop logical post high school programs based on his interests, strengths, and aptitudes as learned by participating in the Group Guidance Program.

TECHNIQUES USED IN MATERIAL PRESENTATION

The techniques by which the above material was presented to the students varied greatly for two reasons. First, the newness of the program precluded any standardization of methods to be used by newly hired counselors. Secondly, the personalities and ethnic backgrounds of these individual counselors varied, and what was possible for one counselor to accomplish by certain techniques, would have been impossible for another to do by using the same methods. Nevertheless, some similarities in approach were attempted which merit comment.

It was the initial aim of the counseling staff to establish an atmosphere within the groups conducive to active interaction among members of the groups and the counselor. It was deemed important that the counselor not be viewed as a teacher using a didactic method of presenting a series of lessons. While this method might have some merit with the better students, the ultimate objective was to have the individual students internalize the program content for their own appropriate responses to situations which would occur after graduation. This internalization of information was opposed to the usual rote learning which is parroted back during an examination, and then forgotten.

Therefore, during the orientation period, the counselors discussed the nature of the program and encouraged group discussion from the beginning. Unfortunately, the orientation was immediately followed by the research survey, which did not assist in achieving the ends sought by the earlier informal discussions. Once the survey was out of the way, the counseling staff employed a variety of provocative discussion techniques such as role playing (employment

situation), group "warm up" exercises, the use of visual aids, and bringing in guests to speak on topics relevant to the program.

It was interesting to note the range of responses by the students during the length of the program. As students were not accustomed to the freedom of this type of group interaction in the schools, the limits of the situations (and the counselors) were liberally tested. In most instances the counselors were able to employ methods such that the student members of the group censured the troublemaking students. Other situations called for censure by the counselor. When this situation occurred, the counselor had to rely on his imagination and insight in order not to destroy the group cohesion within which he often assumed the role of a peer rather than a superior. An example of one such situation occurred with a group of Negro students, several of whom were listening to transistor radios while the counselor was attempting to conduct the meeting. The counselor, also Negro, after unsuccessfully trying to quiet the noise, faced the group in a different manner. Smiling, and using the argot of the street, he asked the radio players about their dancing ability. He commented momentarily about the Negroes' inborn sense of rhythm and asked what they did on weekends. The laughing response was that they danced and "lived the good life." The counselor then assumed a serious attitude and asked the group what they thought the white kids did on weekends. The group responded that they didn't much care. After a significant pause, the counselor made just one terse statement: "I suggest that you visit the city library on a Saturday morning and count the black faces there."

The group resumed on a greatly subdued basis, and afterwards, two of the radio listeners approached the counselor and apologized for the disruption. Of import was the fact that they stated that they understood the point which had been made by the counselor.

Not always was the staff able to handle the situations effectively, and the weekly staff meetings always included periods of reflection over the hard-to-handle events of the past week. The consultants providing the in-service training (to be covered in more detail later in this report) also provided insight as to methods of group analysis, as well as how to handle certain "charged" situations.

In summary, although there was little standardization of the techniques employed by the Group Guidance Program counseling staff, emphasis was placed on achieving free communication among group members. In this way, the solutions to the problems which the individual members might face when seeking employment or in entering an advanced training situation came from the group itself, rather than from the "teacher."

INDIVIDUAL COUNSELING

As the plans for the job placement activities were being formulated, it became apparent that certain responsibilities would be left to the participating students. These consisted of having certain teachers of the student's choice fill out reference forms to be utilized later for purposes of job placement. Additional requirements of the students included making out resumes, making applications for and taking college entrance examinations, filling out financial assistance request forms for college, and following through with employer applications.

It became apparent as early as February, 1969, that while the individual in the group might respond that he was following through with the above activities, an actual check revealed in many cases that he had not. This information indicated the need for individual counseling and follow-up activities.

In most of the schools, individual counseling was substituted for group activities beginning the latter part of April, 1969. To the extent possible, appointments were given to each participating student during the school day to see the Group Guidance counselor. This interview was used to ascertain the post high school plans of the student and to determine the actual efforts made by the student toward achieving these goals. For example, if a student stated that he planned to go to college, the counselor sought to determine the name of the intended school, if the entrance tests had been taken, and how the education was to be financed. Often, the counselor found that no specific steps had been taken by the students, and appropriate suggestions were then made. Similar results occurred with those students who stated that they were planning on entering the labor market upon graduation. Although all students had been given reference forms to be filled out by teachers of their choice, and had been urged to prepare resumes, often it was not until the individual interview that the student would become active in following through.

On the other hand, it was found that many other students had made thorough plans and had actively followed through with appropriate procedures to implement these plans. Many students stated that they had lined up definite jobs following graduation. When such was indicated, the counselor then sought to obtain the name of

the company, the type of job, wages, and other data for the student file. Follow-up activities subsequent to this report will seek to verify this information and should be valuable in indicating useful data for the Group Guidance Program analysis.

Upon completion of the initial interview, the Group Guidance counselor was then able to make appropriate dispositions and accordingly set up succeeding interviews with those students who needed and requested assistance in obtaining employment. These interviews were conducted for the remaining weeks of the school year and continued in the schools even after graduation. Efforts were made to obtain employment for the students, as well as to encourage them to follow through with Texas Employment Commission for purposes of job placement.

JOB PLACEMENT ACTIVITIES

The job placement phase of the Group Guidance Program incorporated activities by the Texas Employment Commission, the Mayor's Job Fair, and the Group Guidance Program counseling staff.

Texas Employment Commission pre-registration activities took place in conjunction with the job placement phase of the Group Guidance Program in March, 1969. This operation was a cooperative effort between Texas Employment Commission personnel and the project staff with the objective of getting the Texas Employment Commission application filled out and processed prior to the end of the school year. Many of those students who stated that they would be seeking summer work only were coded at the school according to the Dictionary of Occupational Titles. Those students who stated that they would be seeking entry into the labor market on a full-time, permanent basis were not coded at the school, due to limita-

tion of time and the Texas Employment Commission personnel necessary for proper coding. These students were encouraged to go to the Opportunity Center in order to receive an appropriate code. The cards for all of these students were placed in a special file at the Opportunity Center, and the students were told that they would be able to see a counselor immediately in order to properly complete the Texas Employment Commission application. After coding, the card was then sent to the appropriate office handling the codes placed on the application.

Since the Texas Employment Commission is under a mandate known as "First in, First out," meaning that old applications receive first priority in the placement process, Group Guidance Program students should have received better service through the Commission if the application process were carried out.

In response to the project by the Office of the Mayor, the Group Guidance Program staff prepared and conducted an orientation program for the third annual "Job Fair." This now annual event was dedicated to the late Mr. Frederick Wiener, Executive Director of Vocational Guidance Service, who pioneered the Job Fair in Houston.

The Job Fair is a cooperative effort between such entities as the Chamber of Commerce, local businesses, the school systems, Texas Employment Commission, Vocational Guidance Service, Houston Harris County Community Action Association, and other civic associations designed to promote on-the-spot summer employment for economically and culturally disadvantaged youth. This year was the second of three in which pre-registration for the Job Fair took place in area high schools.

Since many of the aims of the Fair coincide with those of our program, this staff was requested to prepare and present the Job Fair orientation information.

Pre-registration activities for the Job Fair were held in every school hosting the Group Guidance Program as well as four additional schools. Following the registration process, the Group Guidance Program counseling staff presented the orientation information necessary to acquaint the eligible students with the concepts and mechanics of the Job Fair. Since many of the students who had been involved with the Group Guidance Program over the school year qualified for the Job Fair, they were encouraged to sign up and in this way increase their chances for employment during the summer.

The third major aspect of the total placement effort for Group Guidance Program students involved the direct efforts of the program staff with the students. Comprehensive plans early called for "job placement bureaus" to be set up in the schools and manned by student volunteers. These volunteers would be responsible for canvassing area businesses and industries for job orders which would then be advertised on school bulletin boards. Furthermore, the University of Houston Student Placement Service was contacted in order to solicit their job orders which were not filled by university students. That office responded positively and contacted those firms which had placed orders with them and requested permission to pass on the job orders to the Group Guidance Program personnel.

Ultimately, the main responsibility lay with the individual counselor to establish the needs of individual students and then to delineate the areas of responsibility among the students, the counselor and community resource according to the need, and finally to initiate the proper activity.

The pattern of the job placement phase consisted of two major aspects. As stated above, the counselors assigned to the schools discussed post graduate plans with the students and determined both individual needs and gross general needs with respect to employment. This information was reflected to the Employer Relations counselor of the Group Guidance Program staff who in turn sought to develop appropriate jobs. Although this counselor worked with specific cases and generalized problem areas, she was most effective in developing general areas of employment which then were followed up with specific referrals by the counselors assigned to the school.

Employer follow-up forms were developed for use in determining employment patterns of the students who were placed on jobs through any aspect of the job placement phase.

In summary, it was felt that the Group Guidance Program student had ample opportunity to utilize numerous avenues for finding employment. While each of these areas will be able to claim credit for job placements, it is anticipated that the main import in the placement process came from the early response by the program students to the counseling efforts of the staff. These responses included initiation of employment applications in March and April, 1969, with appropriate follow-through by the student and counselor.

Activities With Consultants

Consultants have been utilized throughout the entire year of operation for purposes of in-service training. These consultants have worked both on a paid basis and on a voluntary "in kind" basis. The areas covered have been numerous and include training in the following:

1. Techniques in the utilization of human resources. The philosophies, history and development of standard techniques as used in schools, guidance programs, and industry were explored.
2. School Operational Systems: Information covered in this area included hierarchical arrangement, lines of communication, administrative machinery, and roles of the school counselor.
3. Labor Market Information: Consultants from industry and from the University of Houston were utilized to develop within the staff a practical and academic understanding of the labor market. This area was combined with Number 1 (above) to bring about an understanding of recruiting and selection processes, as well as a knowledge of the strengths and weaknesses in these processes. Training was also provided in the use of the "tools of the trade," i.e., The Dictionary of Occupational Titles, The Occupational Outlook Handbook, and the many sources used throughout the year in carrying out this program.

4. Community Resources: Training in this area included exploring public and private, non-profit welfare agencies; new manpower training programs as represented by Neighborhood Youth Corps; M.D.T.A. Programs and others. Information pertaining to vocational rehabilitation services was included. Special programs sponsored by local universities and junior colleges were also covered.
5. Tests and Measurements: Clinical and industrial psychologists were utilized to cover the philosophies and practical uses of achievement, aptitude, and interest tests. Both clinical and industrial uses of these instruments were discussed. A battery of tests suitable for the purposes of the Group Guidance Program was developed as well as individual student profile forms. This profile sheet includes area for percentile scores for each of the above classes of measurement.
6. Counseling Techniques: This area has been one of the most consistent aspects of training by staff consultants. The consultants who have conducted the on-going in-service training in this area have stressed means by which measurements can be interpreted to groups as well as to individuals, leadership techniques, and group analysis techniques. Included in this area of training was the development of expertise in group counseling with special emphasis on minority group students. Techniques utilized by the consultants have included role playing, case analysis in staff conferences, "brain storming" and others.

Conclusion

It is the consensus of opinion reached by this project staff and those individuals and organizations which were involved with the Group Guidance Program that the concept of such an operation is sound. Furthermore, the reports and comments reflected to this staff are very positive, indicating a great measure of success in this initial year of operation.

As anticipated, we found that some modifications in approach were necessary, such as more individual counseling than was called for in the original project proposal, and also that definite levels of responsibility must be assumed by both the counselor and the student. Also, it was an early hypothesis of the designers of the project that the 30-week group process would be the most effective, as opposed to the 18- and 9-week programs. While it is not yet official, early analysis indicates that the 18-week group approach can be more effective than the 30-week program if it is followed-up by individual counseling, as stated above.

In line with the original project proposal were the comments of employers and school personnel concerning the importance of involving students prior to their reaching the 12th grade. Many feel that by the time a student reaches this level he may already have formed post high school plans, using other than rational and objective means. To further corroborate this feeling is the fact that much of the content of the Group Guidance Program can motivate 10th and 11th grade potential school dropouts to remain in school.

With respect to the second year of operation, (1969-1970), the Group Guidance Program group methodology will be much more structured. A concentrated effort is being made to isolate those techniques and materials which proved effective in the initial year of operation and to delete or modify those which were not effective.

The curricular material that is produced as a result of the current efforts will be utilized and the results analyzed over the next nine months of the 1969 - 1970 school year, as outlined in the project proposal. If it is successful to the extent that we believe possible, this curriculum could be prepared shortly thereafter in such form as to serve as a guide for schools over the nation. Hence, it should be possible for any school desiring to initiate an operation similar to the Group Guidance Program to do so after obtaining any necessary clearance from the U.S. Department of Labor.

A final, unofficial but obvious conclusion drawn by this staff concerns the paramount importance of involving all community resources concerned with manpower problem youth while the youth are still in school. The extent of this involvement should vary according to the particular resource. For example, the State Employment Commission should have more contact with high school youth than would the Civil Service Commission or the Social Security Administration. However, regardless of the extent of participation by a particular office, it is imperative that its representative be interested and skilled in dealing with youth if the contact is to be meaningful.

APPENDIX

Books

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2. Dictionary of Occupational Titles. Vol. 1 & 2, Third Edition. U. S. Department of Labor, Manpower Administration. Washington, D. C.: U. S. Government Printing Office, 1965.
3. Ghiselli, Edwin E. The Validity of Occupational Aptitude Tests. John Wiley & Sons, Inc., 1966.
4. Guion, Robert M., Personnel Testing. McGraw - Hill, Inc., 1965.
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6. Hoppock, Robert. Occupational Information. McGraw - Hill, Inc., 1957.
7. Nosow, Sigmund and Form, William H. Man, Work, and Society. Basic Books, Inc., New York, 1962.
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Public Documents
U. S. Department of Labor

1. Child Labor Laws, Bulletin No. 312.
2. Handbook for Young Workers, Bulletin # 21, 1965.
3. Handbook of Labor Statistics, Bulletin No. 1600.
4. National Apprenticeship Programs, 1966.
5. "Special Labor Force Report No. 85" Employment of High School Graduates and Dropouts in 1966.
6. State Workmen's Compensation Laws, Bulletin No. 161.

Tests

1. Achievement Test by College Entrance Examination Board, New York.
2. Kuder Preference Record (Form C), Science Research Associates, Inc., Chicago, Illinois.
3. Scholastic Aptitude Test by College Entrance Examination Board, New York.
4. The Multi - Aptitude Test (Form A) by The Psychological Corporation.

Filmstrip

1. "Your Attitude is Showing".